

Course & Section Nos.	EDSS 547 (01)
Course Title	Secondary World Languages Education
Class Roster No.	20584
Course Day(s)	Thursdays
Time	5:30pm – 8:20pm
Course Location	University Hall 443
Semester / Year	Spring 2017
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WELCOME

It is a pleasure to be part of your journey towards becoming the best educator you can be for **ALL** of our students. I am eager to provide professional development and growth within the area of multilingual education both in theory and practice. My hope and expectation is that we create community and a common understanding of our professional responsibilities as educators of diverse students.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION | DESCRIPCION DEL CURSO

Required of credential candidates aiming to obtain an authorization to teach Spanish at the Secondary Level.

This course involves the practical application of the underlying theories and issues pertaining to second/foreign language education. Students will participate in lesson development, peer teaching experiences, materials development, textbook evaluation, and test construction appropriate for the teaching of foreign languages.

<http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

Course Prerequisites | Requisitos para el curso

Admission to a School of Education Teacher Credential Program or hold a valid CA Teaching Credential.

Course Objectives | Objetivos del curso

Candidates completing EDSS 547 will be able to:

1. Demonstrate a high proficiency in the language that allows them to conduct their classes in the target language
2. Demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced
3. Demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language.
4. Demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.
5. Demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second- language acquisition
6. Emphasize critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.
7. Students are expected to a) report, interpret, analyze, and synthesize complex information; and b) demonstrate university-level competence in information literacy, the use of technology, and oral communication.

Unique Course Requirements | Requisitos particulares para el curso

None.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS | MATERIALES Y CUENTAS REQUERIDAS

Online Reading Materials | Materiales de lectura en línea

There is no required course text. Instead, reading texts and materials for this course will be located in our Cougar Course. You will find the list of reading assignments in our course syllabus. Also, please download the following CA standards and frameworks (below) for our class.

Links Posted on Cougar Courses | Enlaces en Cursos Cougar

Free download *World Language Content Standards for CA Public School*

<http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

Free download *Foreign Language Framework for CA Public Schools*
<http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmwrk.pdf>

Free download *CA Common Core en Español*
<https://commoncore-espanol.sdcoe.net/Home>

Free download *CA Common Core State Standards*, California Department of Education Common Core
www.cde.ca.gov/re/cc

Free download *CA Standards – Content Standards* application for iOS & Android by MasteryConnect

Free *eStandards – California Common Core and ELD State Standards* application for iOS & Android

COURSE LEARNING OUTCOMES | RESULTADOS DE APRENDIZAJE PARA EL CURSO

Upon successful completion of this course, students will be able to (SWBAT):

- A. SWBAT demonstrate a high proficiency in the language that allows them to conduct their classes in the target language through class discussions and assignments.
- B. SWBAT demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing in the target language from level 1 to advanced proficiency through lesson plans.
- C. SWBAT demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language through unit planning.
- D. SWBAT demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.
- E. SWBAT demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition through class discussions, lesson plans, and assignments.
- F. SWBAT emphasize critical thinking and evidence of student learning to inform their best practices in teaching and using technology to support and enhance their instruction through class discussions, presentations, and assignments.
- G. SWBAT a) report, interpret, analyze, and synthesize complex information; and b) demonstrate university- level competence in information literacy, the use of technology, and oral communication through course assignments.

Authorization to Teach English Learners | Autorización para enseñar aprendices de inglés

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

Teacher Performance Expectation (TPE) Competencies | Competencias TPE

This course is designed to help teachers seeking the Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio.

Teacher Performance Assessment | Asesoramiento de desempeño/rendimiento del maestro/a

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession | Disposiciones para la profesión educativa

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

TENTATIVE SCHEDULE/COURSE OUTLINE | SECUENCIA APROXIMADA DE TEMAS

IMPORTANT: The readings are articles and/or chapters that are available in Cougar Courses or on the internet. Additionally, the instructor reserves the rights to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

IMPORTANTE: Las lecturas son artículos y/o capítulos que se encontrarán en Cursos Cougar o en línea/internet. Adicionalmente, el instructor reserva el derecho de añadir, quitar, o alterar la secuencia de temas y asignaturas basado a la necesidad de cada individual o la clase.

Date Fecha	Topic Tema	Assignments Asignaturas
Sesión 1 26 de enero	<p>Learning Outcomes – SWBAT demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition through class discussions, lesson plans, and assignments.</p>	<p>Bajar y/o imprimir:</p> <ul style="list-style-type: none"> ▪ Copia del programa/plan de estudio y traer a clase ▪ Lecturas para la sesión debajo <p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ Panetta – “Foreign Language Education in the USA” (n.d.) ▪ Stanford – “Learning World Languages & Cultures in California” (2009) <p>Apuntarse en CC:</p> <ul style="list-style-type: none"> ▪ Presentaciones de <ol style="list-style-type: none"> 1. Bibliografía comentada 2. Lección de lenguaje y cultura <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ n/a <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ n/a
	<ul style="list-style-type: none"> ▪ Introducciones ▪ Descripción general del curso y otros requisitos ▪ Introducción a la enseñanza de una segunda lengua <ul style="list-style-type: none"> ○ <i>Learning World Languages & Cultures in CA</i> (Stanford, 2009) ○ <i>Foreign Language Education in the USA</i> (Panetta, n.d.) ▪ Trabajar en la bibliografía comentada <p style="text-align: center;"><u>Asignatura(s)</u></p> <ul style="list-style-type: none"> ▪ Introducir reflexiones de lectura ▪ Introducir la bibliografía comentada 	
Sesión 2 2 de febrero	<p>Learning Outcomes – SWBAT demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition through class discussions, lesson plans, and assignments.</p>	<p>Lecturas para la sesión (bajar):</p> <ul style="list-style-type: none"> ▪ “CA World Languages Standards” (2009) ▪ “World-Readiness Standards for Language Learning” (2015) <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ n/a <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Reflexión #1 - personal
	<ul style="list-style-type: none"> ▪ Discutir lecturas asignadas – estándares <ul style="list-style-type: none"> ○ <i>CA World Language Standards</i> (2009) ○ <i>World-Readiness Standards for Language Learning</i>, (2015) ▪ Discutir como usaremos los estándares en nuestras lecciones ▪ Trabajar en la bibliografía comentada <p style="text-align: center;"><u>Asignatura(s)</u></p> <ul style="list-style-type: none"> ▪ Introducir y trabajar en la lección de lenguaje y cultura con música <p>Importante: El recurso de <i>CA Foreign Language Framework (2003)</i> no está actualizado para reflejar cambios. Solamente se hará referencia al documento, pero no será utilizado en el curso.</p>	

Date Fecha	Topic Tema	Assignments Asignaturas
Sesión 3 9 de febrero	<p>Learning Outcomes – SWBAT demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition through class discussions, lesson plans, and assignments.</p> <ul style="list-style-type: none"> ▪ Compartir reflexión personal relacionada con el idioma español ▪ Discutir lecturas asignadas – estándares <ul style="list-style-type: none"> ○ Estándares en español para California ○ WIDA - Spanish Language Development (SLD) Standards (2013) ▪ Discutir como usaremos los estándares en nuestras lecciones ▪ Trabajar en la bibliografía comentada ▪ Trabajar en lección de lenguaje y cultura con música 	<p>Lecturas para la sesión (bajar):</p> <ul style="list-style-type: none"> ▪ “Estándares en español para California” ▪ “WIDA – Spanish Language Development (SLD) Standards” (2013) <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ n/a <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ n/a
Sesión 4 16 de febrero	<p>Learning Outcomes - Understand the interrelatedness among the four domains of language (listening, speaking, reading, writing) & to know language forms & functions.</p> <ul style="list-style-type: none"> ▪ Discutir lectura/videos asignados – entrada lingüística utilizando estrategias de GLAD ▪ Trabajar en la lección de lenguaje y cultura ▪ Trabajar en la bibliografía comentada 	<p>Lecturas/Videos para la sesión:</p> <ul style="list-style-type: none"> ▪ Recurso de GLAD con instructivo ▪ Videos de GLAD <ol style="list-style-type: none"> 1. CCD 2. Observation Charts 3. Input Chart 4. SLD Review 5. Learning Log 6. Chant/Poems <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ n/a <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ n/a
Sesión 5 23 de febrero	<p>Learning Outcomes – SWBAT demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target through readings and lesson plans.</p> <ul style="list-style-type: none"> ▪ Presentaciones – bibliografía comentada ▪ Discutir lecturas asignadas – entrada lingüística <p style="text-align: center;">Asignatura(s)</p> <ul style="list-style-type: none"> ▪ Introducir ensayo y presentación de una herramienta de evaluación de la adquisición de un 2º idioma 	<p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ VanPatten & Lesser – “Teaching Spanish: Fundamental Role of Input” (2007) <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ Bibliografía comentada (CC) <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Reflexión #2 – VanPatten & Lesser (CC) ▪ Bibliografía comentada (CC)
Sesión 6 2 de marzo	<p>Learning Outcomes – SWBAT demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing in the target language from level 1 to advanced proficiency through lesson plans.</p> <ul style="list-style-type: none"> ▪ Presentaciones – bibliografía comentada ▪ Discutir lecturas asignadas – variedades lingüísticas ▪ Trabajar en ensayo de la herramienta de evaluación 	<p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ Gutiérrez & Fairclough – “Teaching Spanish: Linguistic Variation in the Classroom” (2007) <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ Bibliografía comentada (CC) <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Bibliografía comentada (CC)

Date Fecha	Topic Tema	Assignments Asignaturas
Sesión 7 9 de marzo	<p>Learning Outcomes – SWBAT demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.</p> <ul style="list-style-type: none"> ▪ Presentaciones – bibliografía comentada ▪ Discutir lecturas asignadas – exámenes en español <p style="text-align: center;">Asignatura(s)</p> <ul style="list-style-type: none"> ▪ Introducir la unidad temática y trabajar en clase asesoramientos para la unidad temática 	<p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ Slaberry & Cohen – “Teaching Spanish – Testing Spanish” (2007) <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ Bibliografía comentada (CC) <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Reflexión #3 – Slaberry & Cohen (CC) ▪ Bibliografía comentada (CC)
Sesión 8 16 de marzo SESIÓN EN LÍNEA	<p>Learning Outcomes – SWBAT demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.</p> <ul style="list-style-type: none"> ▪ Discutir lectura asignada – enseñanza culturalmente responsable ▪ Trabajar en tu unidad temática (4 dominios lingüísticos). <ul style="list-style-type: none"> ○ Compartirás tu trabajo cuando regresemos. 	<p>Lecturas/videos para la sesión:</p> <ul style="list-style-type: none"> ▪ Gay – “Preparing for Culturally Responsive Teaching” (2002) ▪ Emdin – “Reality Pedagogy – TEDx Teacher’s College” <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ n/a <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Reflexión #4 (por medio de discusión dentro del Foro en Cursos Cougar; no la típica reflexión) – análisis comparativo
VACACIONES DE PRIMAVERA 20 al 25 de marzo		
Sesión 9 30 de marzo	<p>Learning Outcomes – SWBAT demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers through unit plan.</p> <ul style="list-style-type: none"> ▪ Presentaciones – bibliografía comentada ▪ Discutir lecturas asignada – enseñanza culturalmente responsable versus pedagogía realista ▪ Discutir lectura asignada – photovoice 	<p>Lecturas/Red para la sesión:</p> <ul style="list-style-type: none"> ▪ Wang & Burris – “Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment” (1997) ▪ Photovoice – https://photovoice.org <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ Bibliografía comentada (CC) <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Bibliografía comentada (CC)
Sesión 10 6 de abril	<p>Learning Outcomes – SWBAT emphasize critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction through class discussions, presentations, and assignments.</p>	<p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ Potowski – “Heritage Language: Identity and Heritage Learners” (2012) <p>Presentaciones para la sesión</p>

Date Fecha	Topic Tema	Assignments Asignaturas
	<ul style="list-style-type: none"> ▪ Discutir lectura asignada – identidad de los estudiantes del patrimonio ▪ Trabajar en tu unidad temática <ul style="list-style-type: none"> ▪ Retroalimentación - compartir los borradores de las unidades temáticas en grupos 	<ul style="list-style-type: none"> ▪ n/a <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ n/a
<p>Sesión 11 13 de abril</p>	<p>Learning Outcomes - Understand the interrelatedness among the four domains of language (listening, speaking, reading, writing) & to know language forms & functions.</p> <ul style="list-style-type: none"> ▪ Presentaciones – lección de lenguaje y cultura con música ▪ Retroalimentación - Compartir los borradores de las unidades temáticas en grupos. 	<p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ n/a <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ Lección de lenguaje y cultura con música (CC) <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Lección de lenguaje y cultura con música (CC)
<p>Sesión 12 20 de abril</p>	<p>Learning Outcomes - Understand the interrelatedness among the four domains of language (listening, speaking, reading, writing) & to know language forms & functions.</p> <ul style="list-style-type: none"> ▪ Presentaciones – lección de lenguaje y cultura con música ▪ Retroalimentación - Compartir los borradores de las unidades temáticas en grupos. 	<p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ n/a <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ Lección de lenguaje y cultura con música (CC) <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Lección de lenguaje y cultura con música (CC)
<p>Sesión 13 27 de abril</p>	<p>Learning Outcomes - Understand the interrelatedness among the four domains of language (listening, speaking, reading, writing) & to know language forms & functions.</p> <ul style="list-style-type: none"> ▪ Presentaciones – lección de lenguaje y cultura con música ▪ Discutir lectura asignada – code switching = cambio de código 	<p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ Carvalho – “Heritage Language: Code Switching – Theoretical & Pedagogical Considerations” (2012) <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ n/a <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ n/a
<p>Sesión 14 4 de mayo</p>	<p>Learning Outcomes – critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.</p> <ul style="list-style-type: none"> ▪ Uso de la tecnología con la enseñanza del español ▪ Discutir lectura asignada – debate sobre “translanguaging” - “translenguaje,” “presencia translingüística,” o “concepto de translenguar” ▪ Finalizar tu unidad temática y la herramienta de evaluación. 	<p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ Creese & Blackledge – “Translanguaging in the Bilingual Classroom” (2010) <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ n/a <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Reflexión #5 – previas lecturas (CC)
<p>Sesión 15 11 de mayo</p>	<p>Learning Outcomes - SWBAT demonstrate a high proficiency in the language that allows them to conduct their classes in the target language through class discussions and assignments throughout this semester.</p>	<p>Lecturas para la sesión:</p> <ul style="list-style-type: none"> ▪ n/a <p>Presentaciones para la sesión</p> <ul style="list-style-type: none"> ▪ Herramienta de evaluación

Date Fecha	Topic Tema	Assignments Asignaturas
	<ul style="list-style-type: none"> ▪ Presentaciones – herramienta de evaluación para la adquisición de un 2º idioma ▪ Discutir de lo que hemos aprendido en el curso y las conexiones con tu práctica en las escuelas públicas ▪ ¿Cuáles son tus próximos pasos en tu educación y enseñanza? ▪ Evaluar el curso – EDSS 547 	<p style="color: blue;">para la adquisición de un 2º idioma (CC)</p> <p>Asignatura(s) para la sesión:</p> <ul style="list-style-type: none"> ▪ Ensayo de la herramienta de evaluación para la adquisición de un 2º idioma (CC) ▪ Mini-unidad Temática (CC)
Examen Final No aplicable	No habrá examen final para este curso No final exam for this course	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS | REQUISITOS Y COMPONENTES ASESORADOS DEL CURSO

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Note: Professor reserves the right to change, add to, or delete any material or assignment from the course.

Course Assignments | Asignaturas para el curso

- | | |
|---|-----------|
| • Asistencia, participación y disposición profesional (a discreción del instructor) | 10 puntos |
| • Cinco (5) reflexiones de lectura (3 puntos cada uno) | 15 puntos |
| • Ensayo y presentación de una herramienta de evaluación para la adquisición de un segundo idioma | 20 puntos |
| • Bibliografías comentadas – revistas, artículos y/o redes de lengua extranjera | 20 puntos |
| • Presentación de lección de lengua y cultura | 20 puntos |
| • Mini-unidad temática | 15 puntos |

Total 100 puntos

Grading Standards | Estándares de calificación

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).** A minimum of a C+ is required to pass this course.

95 – 100	A
90 – 94	A-
87 - 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+ (minimal passing grade)
73 – 76	C
70 – 72	C-

Final Exam Statement | Declaración de examinación final

There will be no final examination for this course.

School of Education/Course Attendance Policy | Póliza universitaria de asistencia para el curso

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. This also applies to tutoring activities during our class sessions that are part of your cohort learning experience. Arriving late or leaving early by more than twenty minutes to class or tutoring counts as an absence. Illness and emergencies are considered on a case-by-

case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable. In an eight-week course, one day is equivalent to two class sessions (two weeks of class). So, missing one entire day will constitute two absences for the course.

GENERAL CONSIDERATIONS | CONSIDERACIONES GENERALES

CSUSM Academic Honesty Policy | Póliza de honestidad académica de CSUSM

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

For this class: All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotations marks.

Plagiarism | Plagio

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations | Alumnos con incapacidades requiriendo alojamientos razonables

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement | Declaración de póliza de crédito y hora

Per the University Credit Hour Policy:

This course is primarily delivered in a face-to-face instruction format. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

All University Writing Requirement | Requisito universitario de escritura

Writing requirements for this class will be met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format | Formato del curso

This course format is offered in a traditional face-to-face instruction following a 16-week cycle.

Electronic Communication Protocol | Protocolo de comunicación electrónica

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

ASSIGNMENT DESCRIPTIONS | DESCRIPCIONES DE ASIGNATURAS

Electronic Submissions of Assignments | Entrega electrónica de asignaturas

Este curso es casi totalmente digital. Las asignaturas son entregadas en Cursos Cougar a tiempo y correspondientes a las indicaciones dentro del sistema. Puntos serán deducidos por asignaturas entregadas después de la fecha de entrega (puntos de la asignatura o disposición profesional, o ambas) debido a la importancia de discusiones llevadas a cabo en este curso. Aseguren que su trabajo escrito sea en MS Word, tamaño de letra 12, y en estilo Times New Roman/Arial. Recursos y/o citas deben mencionarse en formato APA encontrado aquí: <https://owl.english.purdue.edu/owl/resource/560/01/>

Importante: Guías completas están disponibles en Cursos Cougar. Rúbricas para las asignaturas y una lista de trabajos se encuentra al final del plan de estudio.

Attendance, Participation, Professional Disposition, & Student Collaboration | Asistencia, participación, disposición profesional y colaboración entre alumnos – 10 puntos

La expectativa es que asistan a todas las sesiones de clase preparados para participar activamente en las actividades, grupos, intercambio de ideas, diversos puntos de vista y temas relacionados con las lecturas asignadas. Por favor, consulten las directrices de la Póliza de Asistencia de la Facultad de Educación (School of Education Attendance Policy) y los requisitos de asistencia para este curso.

Los maestros acreditados son evaluados en "sus funciones y responsabilidades" por sus administradores. La puntualidad, la asistencia, la colaboración con los colegas y la profesionalidad son elementos de la evaluación. Su disposición profesional está relacionada con la forma en que se comporten en clase y el respeto mutuo. Por favor, comuniquen cualquier asunto de asistencia o de la disposición personal directamente con el profesor. También, mantengan un registro de su asistencia y asignaturas este semestre.

Disposiciones y rúbrica de disposiciones para la facultad de educación, CSUSM
<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

Spanish Language Proficiency | Competencia del idioma español

La competencia del español se medirá usando la siguiente escala/rúbrica.

Scale for Proficiency in Spanish | Escala de competencia en español

Language Skills	Interagency Language Roundtable (ILR) Foreign Service Institute (FSI) Scale Intermediate High (3.5)	American Council for the Teaching of Foreign Language (ACTFL) Advanced Low
Listening	Sufficient comprehension to understand. Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in subject-matter areas directed to the general listener.	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Speaking	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Has a general vocabulary that is broad enough that he or she rarely has to grope for a word. Has an accent that may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker. Occasional patterned errors occur in low- frequency and highly complex structures.	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Reading	Proficiency includes comprehension of a variety of styles and forms pertinent to professional needs. Readers are able to comprehend many sociolinguistic and cultural references, but may miss some nuances and subtleties. They typically able to read with facility understand and appreciate contemporary expository, technical, or literary texts that do not rely heavily on slang and unusual idioms.	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding
Writing	Able to write the language prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Able to write using simple low-frequency complex structures, vocabulary, and express subtleties and nuances. Able to write on some topics pertinent. The writer employs simple organizational patterns. Able to write on all topics normally pertinent to professional / educational needs and on social issues of a general nature. Writing adequate to express his/her experiences.	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Reading Reflections (5 reflections X 3 points each) | Reflexiones de lectura (5 reflexiones x 3 puntos cada uno) – 15 puntos

Las reflexiones sobre sus lecturas se deben entregar en las fechas indicadas en el esquema del curso. Envíen copias electrónicas de los cinco análisis de lectura en nuestro Cursos Cougar. Las reflexiones deben incluir:

Una reflexión de las lecturas (no un resumen – ya el profesor y sus colegas han leído el texto), incluye las conexiones que se pueden hacer entre las ideas que presenta el texto y la enseñanza para los estudiantes, con ejemplos específicos de sus experiencias durante las observaciones o práctica clínica en las escuelas, tutorías u otras experiencias personales en diversos entornos. Conecten la lectura con ejemplos (evidencia) del texto. Citen el texto o autor en sus escrituras, por ejemplo (Reyes, 2011, p. 56). Piensen en los conceptos principales y sus entendimientos del texto.

- ¿Cuáles son los métodos, estrategias o ideas que le gustaría poner en práctica? ¿Por qué?
- ¿Qué nuevas ideas surgen de las lecturas? Explica.
- ¿Cuál es la importancia de los conceptos para el maestro o los estudiantes? ¿Por qué?
- ¿Cuál es el motivo que el autor del texto presenta estas ideas? Explica.

Las reflexiones de lectura serán calificadas de acuerdo con la amplitud de la escritura, el análisis de las ideas, la comprensión de los temas, las conexiones de las lecturas con las experiencias de los candidatos, y con aspectos a la instrucción de los estudiantes que aprenden inglés como segunda lengua (English Learners).

Favor de referir a las instrucciones y recursos encontrados en Cursos Cougar para más detalles y guías. Recursos y/o citas deben seguir el formato de APA. Más información se proveerá en clase.

Rubric | Rúbrica – 15 Puntos

Criteria	Developing (0-1 points)	Approaching (2 points)	Meets (3 points)
Comprehensiveness & Analysis 1 point	Response lacked reference to the required readings and lacked an analysis of the readings	Response referenced some of the required readings and included a partial analysis of the assigned readings	Response referenced all required readings and included a comprehensive analysis of the assigned readings
Insightful Connections 1 point	No connections were made between the topic(s) and the candidate's experiences with English learners	A connection was made between the topic(s) and the student's experiences with English learners that did not demonstrate understanding of the application of the reading topic(s) to practice	Connections were made between the topic(s) and the student's experiences with English learners - demonstrating application to practice
Conventions 1 point	Paper written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement & participation in group discussions in Spanish	Paper written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement & participation in group discussions in Spanish	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions in Spanish

Annotated Bibliography | Bibliografía comentada – 20 puntos

Para esta tarea, escribirán una bibliografía comentada que describa 4 revistas, artículos y/o sitios de la red relacionadas con la enseñanza de una lengua extranjera. Esta tarea ayudará a encontrar recursos que podrán utilizar cuando enseñen el español como segunda lengua. La información la compartirán en clase para que sus compañeros también tengan estos excelentes recursos. El formato para su bibliografía comentada es el siguiente:

Una bibliografía anotada/comentada es una lista de citas de revistas, artículos y sitios del internet. Cada cita es seguida por una breve (generalmente 150 palabras) párrafo descriptivo y evaluativo que representa el comentario. El objetivo de la anotación es informar al lector de la pertinencia, la exactitud y la calidad de las fuentes citadas.

1. En primer lugar, localicen y citen los documentos (revistas, artículos, sitios en la red) que pueden contener información útil e ideas sobre el tema (lengua extranjera). Brevemente examinen y revisen los documentos. A continuación, elijan los que ofrecen una variedad de ideas sobre la enseñanza de una segunda lengua.
2. Citen la revista, el artículo o sitio en la red al estilo del APA apropiado en su bibliografía. Haga la lista de bibliografía en orden alfabético.
3. Escriban una anotación concisa que resuma el tema central de los recursos (revistas, artículos, sitios en la red). Incluyan una o más frases que: a) evalúe la autoridad, b) explique el propósito del autor, c) comente como se puede utilizar este recurso para la enseñanza de una segunda lengua, y d) compare o contraste este recurso con otro que has citado en su bibliografía.

Ejemplo - Bibliografía comentada

- Citen al estilo APA
- Nombre de la revista, artículo, sitio en la red
- Evalúen la autoridad de este recurso
- El propósito del autor
- ¿Cómo se puede utilizar este recurso para la enseñanza de una segunda lengua?
- Compare o contraste este recurso con otro que has citado en su bibliografía

Consulta la página red de la American Psychological Association (APA) para aprender la forma correcta de escribir un manuscrito universitario con apropiadas referencias. Visita:

<http://www.apastyle.org/electsource.html> o <https://owl.english.purdue.edu/owl/resource/560/01/>

Los alumnos se apuntarán para una presentación. Las presentaciones se llevarán a cabo a través del semestre según el esquema del curso. Favor de referir a las instrucciones y recursos encontrados en Cursos Cougar para más detalles y guías. Más información se proveerá en clase.

Rubric | Rúbrica – 20 Puntos

Criteria	Developing (0-15 points)	Approaching (16-17 points)	Meets (18-20 points)
Student provided an APA aligned annotated bibliography 5 points	Little or no provision of an APA aligned annotated bibliography of no fewer than 2 resources related to teaching a foreign language, such as journals, articles or websites.	Provision of an APA aligned annotated bibliography of no fewer than 3 resources related to teaching a foreign language, such as journals, articles, or websites.	Provision of an APA aligned annotated bibliography of no fewer than 4 noteworthy resources related to teaching a foreign language, such as journal, articles or websites.
Student addressed content scope of the assignment in	Evidence of foreign language resources lacks depth . Narrow examination with	Evidence indicating some exploration of foreign language	In depth evidence indicating extensive research of foreign

the annotations 5 points	little or no evidence of criteria being met.	resources. Criteria met at superficial level.	language resources. Substantial evidence criteria has been met.
Paper Conventions 5 points	Paper written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit summary & analysis. No APA.	Paper written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit summary & analysis. Partial APA format .	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit summary & analysis. APA format used throughout paper.
Oral Presentation 5 points	Fair presentation and explanation of the resources in Spanish.	Fair presentation and explanation of the resources in Spanish.	Excellent presentation and explanation of the resources in Spanish.

Language and Cultural Music Lesson | Lección de lenguaje y cultura con música – 20 puntos

Escogerán una canción con ritmo Latino (de cualquier país o cantante/grupo) para enseñar algún concepto gramatical y evaluar el tono, lenguaje y aspecto cultural de la canción y cultura. La música es un gran estimulante para tus estudiantes y se puede usar para aprender lenguaje en una manera motivadora, solamente tenemos que tener cuidado que la letra de la canción sea apropiada para la escuela (que no sea ofensiva o proponente de actos negativos) y concuerde con la edad de tus estudiantes. Tendrán que traer copias de la letra/lírica de la canción para hacer la actividad con la clase. También traerán la música o si prefieren cantar la melodía con la clase. ¡Qué divertido!

Usen la lírica de la canción para la lección de gramática que se enseñará.

1. Indicarán que estándares se relacionan con esta lección.
2. Se escuchará la canción y se leerán los refranes.
3. Se examinarán los verbos, adjetivos, sustantivos, o artículos, etc.; es decir para lo que mejor se relacione la lírica con algún aspecto gramatical del lenguaje español.
4. Se examinará el lenguaje escrito/poético que represente algún tipo de metáforas, personificación, símiles, modismos, refranes, cambio de código, etc.
5. Se examinará el vocabulario de la canción, quizás sea regional, variación lingüística, espanglish, cognados, etc.
6. Se examinará el tono, punto de vista o mensaje del escritor/letrista y como se relaciona con la cultura de ese país.
7. Se examinará el tipo de música latina que representa su lección, quién es el cantante o grupo musical y por qué este tipo de música sería impresionante para sus estudiantes.

Haremos un ejemplo en clase para modelar este tipo de actividad.

Los alumnos se apuntarán para una presentación. Las presentaciones se llevarán a cabo a través del semestre según el esquema del curso. Favor de referir a las instrucciones y recursos encontrados en Cursos Cougar para más detalles y guías. Más información se proveerá en clase.

Rubric | Rúbrica – 20 Puntos

Criteria	Developing (0-15 points)	Approaching (16-17 points)	Meets (18-20 points)
Lesson & Activity 10 points	Lesson & activity included a limited analysis of the lyrics and grammatical structures with limited relationship to the standards using the 2-4 domains of language (reading, writing, speaking/listening).	Lesson & activity included a general analysis of the lyrics and grammatical structures closely aligned to the standards, using the 3-4 domains of language (reading, writing, speaking/listening).	Lesson & activity included an excellent in depth analysis of the lyrics highlighting grammatical and linguistic aspects of the language correlated to the standards, using the 4 domains of language (reading, writing, speaking/ listening).
Song 5 points	Song & lyrics represented limited dimensions culture and language and lacked alignment to aspects of second language acquisition and WL/CCSS Standards.	Song & lyrics represented some dimensions culture and language closely aligned to aspects of second language acquisition and WL/CCSS Standards.	Song & lyrics represented excellent dimensions culture and language aligned to aspects of second language acquisition and WL/CCSS Standards.
Presentation 5 points	Fair presentation and explanation of the lesson & culture with various errors in Spanish. Candidate has followed all directions on how to structure lesson.	Fair presentation and explanation of the lesson & culture with some errors in Spanish. Candidate has followed all directions on how to structure lesson	Excellent presentation and explanation of the lesson & culture with minimal errors in Spanish. Candidate has followed all directions on how to structure lesson.

Paper & Presentation of Assessment Tool for 2nd Language Acquisition | Ensayo y presentación de herramienta para evaluar la adquisición de un segundo idioma – 20 puntos

Utiliza el internet para encontrar herramientas de evaluación para la adquisición de un segundo idioma para estudiantes en la escuela intermedia o preparatoria. Los exámenes deben medir los dominios del lenguaje (leer, escribir, hablar y escuchar). Aquí verán un buen ejemplo de *Standards-Based Integrated Performance Assessments* en el sitio web de Center for Advanced Research in Language Acquisition (CARLA) http://www.carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html

Después de encontrar una herramienta de evaluación para la adquisición de un lenguaje, escribirán un ensayo que describa lo siguiente:

- El nombre de la herramienta, autor, y dónde se puede encontrar en el internet
- El propósito de la herramienta para la evaluación de un segundo idioma
- Información de cómo y cuándo se usa esta herramienta de evaluación
- Como se alinea a la metodología actual (ejemplo – CCSS, World Language Standards)
- Los tipos de instrumentos que usa esta evaluación (ejemplo – rúbricas)
- Los lenguajes que se pueden asesorar con esta herramienta
- Su opinión acerca de esta herramienta de evaluación
- Incluyan algún ejemplo de esta herramienta de evaluación en su ensayo

Compartirán la herramienta de evolución en clase en una presentación y luego subir su trabajo a Cursos Cougar. Consulten la página red de la American Psychological Association (APA) para aprender la forma

correcta de escribir un manuscrito universitario con referencias apropiadas. Visita <http://www.apastyle.org/electsource.html> o <https://owl.english.purdue.edu/owl/resource/560/01/>

Favor de referir a las instrucciones y recursos encontrados en Cursos Cougar para más detalles y guías. Más información se proveerá en clase.

Rubric | Rúbrica – 20 Puntos

Criteria	Developing (0-15 points)	Approaching (16-17 points)	Meets (18-20 points)
Essay 10 points	Essay included a limited explanation of the assessment tool lacking various areas outlined in the assignment description.	Essay included a general explanation of the assessment tool with all/most the areas outlined in the assignment description.	Essay included an excellent in depth explanation of the assessment tool with all the areas outlined in the assignment description.
Assessment 5 points	Assessment tools represent limited dimensions of the 4 domains of language (reading, writing, speaking/listening) and tool is NOT aligned to current methodological aspects of second language acquisition and WL/CCSS Standards.	Assessment tools represent some dimensions of the 4 domains of language (reading, writing, speaking/listening) and tool is closely aligned to current methodological aspects of second language acquisition and WL/CCSS Standards.	Assessment tools represent excellent dimensions of the 4 domains of language (reading, writing, speaking/listening) and tool is aligned to current methodological aspects of second language acquisition and WL/CCSS Standards.
Oral Presentation 2 points	Fair presentation and explanation of the assessment tool in Spanish.	Fair presentation and explanation of the assessment tool in Spanish.	Excellent presentation and explanation of the assessment tool in Spanish.
Paper Conventions 3 points	Essay is written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit paper. No APA.	Essay is written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit paper. Partial APA format.	Essay is well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit paper. APA format used throughout paper.

Mini-Thematic Unit | Mini-unidad temática – 15 puntos

Esta es una unidad sobre la enseñanza del español para los hablantes nativos o programas de lenguaje dual, español como segunda lengua (lengua extranjera), o español para hispanohablantes. ¡Tienen muchas opciones! El objetivo principal es enseñar el español. El plan de la mini-unidad temática debe ser apropiado para la lengua materna de los hispanohablantes y/o hablantes nativos de inglés que aprenden el español como segunda lengua en los grados K-12.

El plan de la unidad consta de 5 clases y 5 evaluaciones. La "unidad" se define como una semana de escuela - 5 días (vea ejemplos en Cursos Cougar). El objetivo es de enseñar el lenguaje y contenido. El contenido será introducir una leyenda, cuento o fábula de los países de habla hispana. Utiliza la plantilla

de la lección que es específica para esta tarea en Cursos Cougar. Cada día de la lección no debe ser más de 1 página escrita.

- Día 1 - introducir y enseñar la selección de la lectura (habilidades interpretativas), recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo se evaluará el aprendizaje de hoy?
- Día 2 - enseñar un aspecto gramatical conectado a la lectura / escritura, recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo se evaluará el aprendizaje de hoy?
- Día 3 - enseñar en una lección de escritura (habilidades productivas), recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo se evaluará el aprendizaje de hoy?
- Día 4 - enseñar sobre la cultura del país del cual se inicia la literatura, recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo se evaluará el aprendizaje de hoy?
- Día 5 - *Bridging* lección (puente lingüístico - Beeman & Urow, 2013) - ¿Qué aspecto de esta lección se puede conectar con los dos idiomas para los estudiantes? ELD también puede ser parte de este plan de unidad para los estudiantes, en particular los aprendices de inglés. ¿Cómo se evaluará el aprendizaje de hoy?
- Recuerda que se debe incorporar la tecnología en tu plantemático.

Favor de referir a las instrucciones y recursos encontrados en Cursos Cougar para más detalles y guías. Más información se proveerá en clase.

Rubric | Rúbrica – 15 Puntos

Criteria	Developing (0-9 points)	Approaching (10-11 points)	Meets (12-15 points)
<p>Lessons follow bilingual educ. pedagogical theories & principles</p> <p>5 points</p>	<p>Part 1: Candidate knows and applies few of the pedagogical theories, principles, and instructional practices of bilingual educ. Candidate does not comprehend key academic concepts for lesson development.</p>	<p>Part 1: Candidate knows some pedagogical theories, principles, and instructional practices of bilingual education. Candidate partially applies pedagogy in a comprehensive manner. Some of the lesson components are included, but ideas are partially developed or inconsistent.</p>	<p>Part 1: Candidate knows and can apply pedagogical theories, principles, and instructional practices for comprehensive bilingual instruction in Spanish.</p>
<p>Lesson are strongly connected throughout unit</p> <p>5 points</p>	<p>Part 2: Candidate followed few directions on how to write lessons & lacked connections to the content areas in thematic unit, including assessments. Components are inconsistent in lessons.</p>	<p>Part 2: Candidate followed some directions on how to write lessons & connected some of the content areas in thematic unit, including some assessments. Components are partially developed in lessons.</p>	<p>Part 2: Candidate clearly followed all directions on how to write lessons & strongly connected all content areas throughout a thematic unit approach, including assessments. Components are clearly stated and developed in lessons.</p>
<p>Assessments in unit plan measure</p>	<p>Part 3: Candidate does not have working knowledge of</p>	<p>Part 3: Candidate has some</p>	<p>Part 3: Candidate knows how to design appropriate</p>

content and language objectives 3 points	designing appropriate assessments for each of the lessons. Limited examples included in the unit plan. Lacks appropriate assessments for content and language objectives.	working knowledge of designing appropriate assessments for each of the lessons. Some examples included in the unit plan. Assessments partially or inconsistently measure content and language objectives.	assessments for each of the lessons and has included examples in the unit plan. Assessments are excellent measures of content and language objectives.
Guidelines & Conventions 2 points	Candidate has followed few directions on how to structure and submit Thematic Unit Plan. Lack of participation in lesson preparation & planning. Lesson written and presented in class with various errors in Spanish that distract the reader's or listener's comprehension.	Candidate has followed some directions on how to structure and submit Thematic Unit Plan. Partial or full participation in lesson preparation & planning. Lesson written and presented in class with some errors in Spanish. However, errors do not distract the reader's or listener's comprehension.	Candidate has followed all directions on how to structure and submit Thematic Unit Plan. Full participation in lesson preparation & planning. Lesson well written and presented in class with minimal errors in Spanish.

Checklist for assignments for EDSS 547 | Lista de asignaturas para EDSS 547

Asignaturas	Puntos	Puntos adquiridos	Entrega de asignaturas
Asistencia, participación y disposición profesión	10 puntos	Discreción del instructor	N/A
Reflexión 1	3 puntos		Cursos cougar
Reflexión 2	3 puntos		Cursos cougar
Reflexión 3	3 puntos		Cursos cougar
Reflexión 4	3 puntos		Cursos cougar
Reflexión 5	3 puntos		Cursos cougar
Bibliografías comentadas	20 puntos		Cursos cougar
Presentación de lección de lenguaje y cultura	20 puntos		Cursos cougar
Ensayo y presentación de herramienta de evaluación para la adquisición de un segundo idioma	20 puntos		Cursos cougar
Mini-unidad temática	15 puntos		Cursos cougar
Total	100 puntos		